**Key Concepts of FPS TU “Practices for Success”**

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| *The mission of Fremont Public Schools is to produce creative, adaptable, productive citizens committed to life-long learning.*  *Further, it is the goal of Fremont Public Schools to provide an educational program that will produce productive citizens prepared to successfully compete in the twenty-first century global society.* |

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| **BTEM** | **DI** |
| 1. Reactive Continuum…Least Restrictive |  |
| 1. Antecedent | 1. Definition of Differentiated Instruction |
| 1. Behavior | 1. “Overarching, guiding question” of DI KUDos |
| 1. Consequences, Applied consequence | 1. Readiness |
| 1. Three-Term Contingency Pattern | 1. Interest |
| 1. Proactive/Preventative | 1. Learning Profile |
| 1. Reactive/Corrective (Respond vs. React) | 1. Content |
|  | 1. Process |
| 1. Observing & Describing Behavior | 1. Product |
| 1. Vague vs. Specific, absence of behavior | 1. Continual Assessment (pre, during, post) AKA “Formative” |
| 1. Praise: Specific Praise, Effective Praise, 4 to 1 | 1. Flexible grouping |
| 1. Corrective Teaching Interaction | 1. Respectful tasks |
| 1. Re-Direct & Coupling Statement | 1. Environment |
| 1. Reasons/Rationales & 3 types | 1. High quality curriculum |
| 1. Social Skills | 1. Instructional variety is the “spice of life” |
| 1. Preventive Prompt (before), Corrective Prompt (after) | 1. DI paradigm is different from our collective experience |
| 1. De-escalate | 1. Wait time |
| 1. Guided-Self Correction |
| 1. Enforceable Statements |
| 1. Cornerstone of classroom management | **FPS Teacher Evaluation of Teaching Performance - Instruction/Professional Responsibilities**   1. High expectations of achievement 2. Learning objectives 3. Evidence of planning, organization & delivery of instruction 4. Monitors individual student learning & class progress 5. Positive personal and professional qualities 6. Variety of instructional techniques 7. Evaluates & provides feedback 8. Maximize student time on task 9. Competent in subject area 10. Interacts with students to establish a classroom environment conducive to learning |
| 1. “I” statements vs. “You” statements vs. “Please” statements |
| 1. SODAS & POP |
| 1. Modeling |
| 1. Quality Components of Communication/Managing Yourself |
| **Potpourri** |
| 1. Misdirect |
| 1. Active Supervision: proximity, Walk About, scanning, eyes in the back of your head |
| 1. Movement: 30-70% more to the brain |
| 1. The Look & The Finger |
| 1. Post your instructional plan |
| 1. Components of an effective management plan |
| 1. Grandma’s Law |
| 1. Why do students misbehave? Don’t know, can’t, won’t. |
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